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ABSTRACT

Written in consultation with area school library/learning resource center specialists and university library science program faculty members, this handbook has been developed to assist librarians, information specialists, and instructional technologists in planning for the development of library learning resource centers in Iowa's area schools and community colleges. Following a brief introduction, library/learning resource center services to students, faculty, and administrators are defined, and guidelines are provided for: (1) staff; (2) quarters and facilities; (3) materials collection; (4) budget; (5) equipment; and (6) furniture. Quantitative guidelines for each area are arranged in three phases to enable area schools to develop both short- and long-range goals for their library/learning resource center programs. General guidelines for audiovisual materials and equipment storage are also provided. In addition, a bibliography includes 127 sources of information on standards, facilities planning, administration, selection and acquisition, and instruction. Listings of Iowa State Board of Education members and Iowa State Department of Education and Division of Instructional Services administrators are also provided. (KM)

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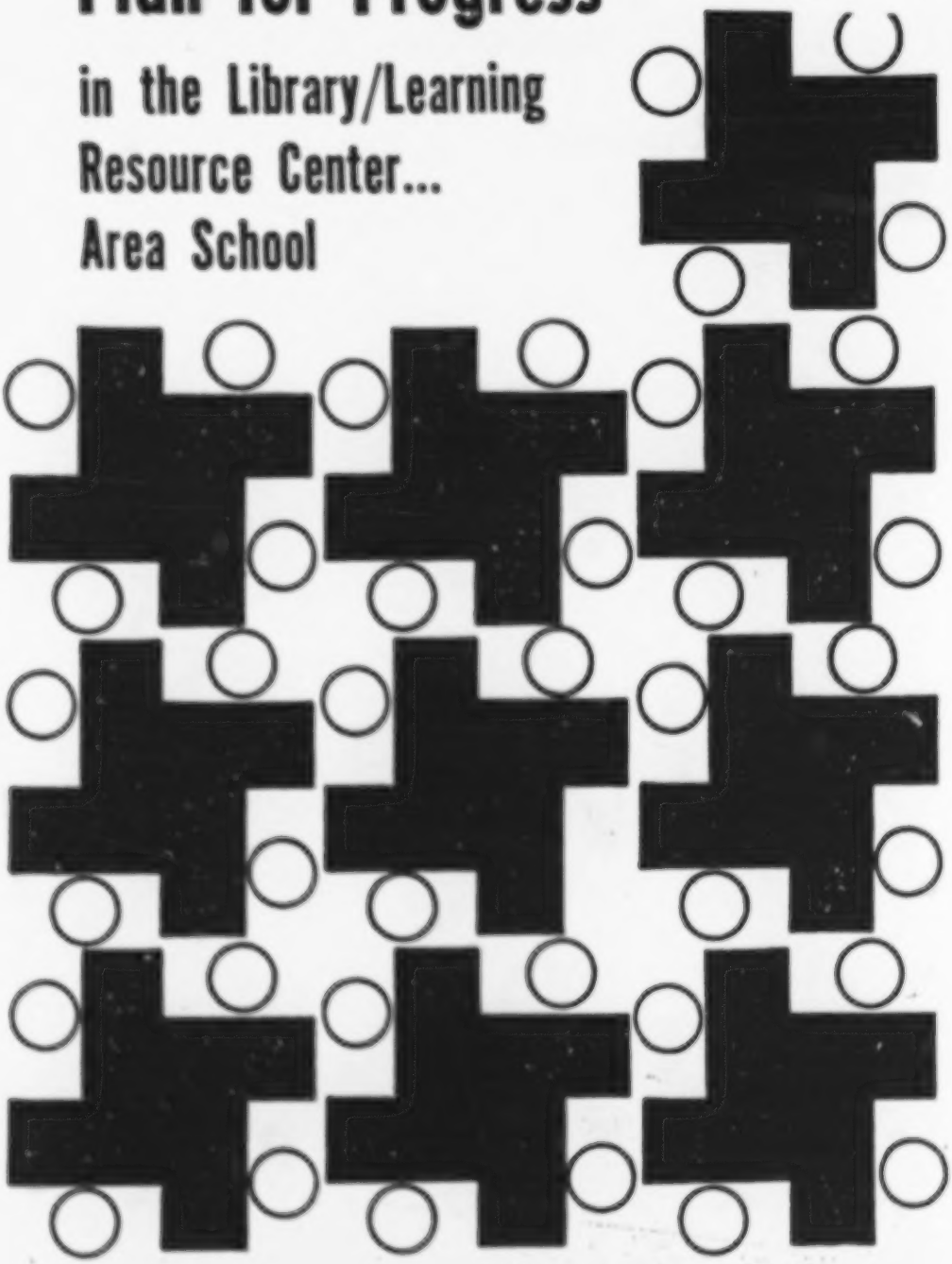
Plan for Progress

in the Library/Learning Resource Center... Area School



Iowa Department of Education, 1987

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PLAN FOR PROGRESS
IN THE LIBRARY/LEARNING RESOURCE CENTER...
AREA SCHOOL

guidelines for development of library/learning
resource centers in Iowa's area schools

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PREFACE

This handbook is one of a series prepared under the direction of the Department of Education. It was written in consultation with area school library/learning resource center specialists, and two members of a university library science program. C. Milton Wilson, consultant, School Plant Facilities, Department of Education, gave vital assistance in development of the chapter on quarters and facilities. It was also shared with Richard Gross, Dean, Telecommunications, Kirkwood Community College, and with Charles R. Moench, Chief, Bureau of Area Schools Department of Education for their comments. Sharon Willis, word processor, prepared the document for printing and Tonya Cox, graphic artist, prepared the cover art. Its purpose is to establish guidelines for the development of library learning resource centers in Iowa's area schools and community colleges.

Since this publication could not be designed as a detailed manual for administering an area school library learning center, the bibliography lists books and periodicals that will be helpful in planning, developing, and administering a library learning center at the Area School Level.

INTRODUCTION

"guide students to become effective and independent learners..."

Today, educational philosophy recognizes an educated individual as one who has learned how to learn—to think and to use methods of disciplined inquiry in examining and exploring ideas—as opposed to one who has memorized facts. To meet the need implied in this philosophy, instructional methods within a curriculum will, of necessity, stress individual learning and independent study. The library learning resource center staff must fuse resources and services into a program which will guide students to become effective and independent learners and assist teachers to become stimulating and innovative instructors.

Plan for Progress in the Library/Learning Resource Center, Area Schools, has been developed to assist librarians, information specialists, and instructional technologists (audiovisual specialists), in planning for the development of such a program. The quantitative guidelines have been arranged in three phases to enable Iowa area schools to develop both short and long-range goals for their library/learning resource center programs.

The terms library/learning resource center and library are used throughout this handbook to designate a centralized collection of materials, equipment and service with a staff of professional personnel working closely with teachers and administrators. There are many other terms for such a center; for example, library media center, instructional materials center, library/instructional materials center and learning resource center. Regardless of the terminology used, all area schools in Iowa are urged to strive to meet the standards set forth in this handbook.

The Library/Learning Resource Center...

serves students by:

- Establishing an environment for learning.
- Maintaining a wide selection of media* and equipment that meets student demand for different levels of ability and interest.
- Organizing materials and equipment for quick, easy accessibility.
- Providing and maintaining access tools, including but not limited to catalogs.
- Contributing to the development of skills in reading, viewing, listening, evaluation, and communication.
- Providing guidance in selection and use of appropriate media.
- Providing opportunities for independent or self-directed learning.
- Teaching how to find and utilize outside sources for additional information.
- Acting as liaison to outside libraries and information sources such as Area Education Agency Media Centers (AEAMC's), INFORMS, public libraries, and the regional public library system, and the ICAN network including human resources.
- Anticipating student needs for informational materials to support specific classroom instruction.
- Providing materials for recreational reading and current awareness.
- Providing facilities for individuals and small groups to study, read, and use audiovisual materials in the center.

*Print and nonprint materials including books, magazines, microcomputer programs, filmstrips, records, tapes, films, pictures, programmed instruction, educational games, and other learning materials, not considered as classroom text materials.

The Library/Learning Resource Center...

serves faculty by:

- Cataloging all instructional media that are available on campus to provide descriptions and access.
- Providing materials for professional development.
- Assisting in selection and accumulation of materials to support learning objectives, including participating in curriculum development.
- Providing information on outside resources available through interlibrary loan, and other sources including human resources.
- Providing information on new instructional materials and technology.
- Providing inservice training.
- Providing materials for examination and preview.
- Scheduling materials and equipment for maximum use.
- Providing the opportunity to make recommendations for purchase of materials.
- Compiling bibliographies of materials in the collection related to specific courses.
- Maintaining a reserve service to increase student and faculty access to materials.
- Developing and maintaining a vertical file where appropriate.

The Library/Learning Resource Center...

serves administrators by:

- Providing information to support administrative decisions.
- Promoting use of the center's services and resources by the academic community.
- Maintaining statistics to permit evaluation of the degree to which funds spent in the center are cost-effective and to satisfy the requirements of external reports.
- Informing the administration of the degree to which the center's collection, equipment, facilities, and staff meet national and state standards, and, where deficient, suggesting the means by which those standards can be met.
- Presenting short- and long-term management plans to introduce new services to satisfy informational needs not met at the time, discontinue or improve old services underutilized by their target groups, and increase the efficiency with which the center operates.
- Complying with relevant federal, state, and local laws.
- Maintaining a constant and complete inventory of all learning materials and equipment.
- Providing inservice training in Library/Learning Resource Center usage.
- Avoiding needless duplication of learning materials throughout the college.
- Serving as liaison with other library and information networks and agencies.
- Providing central distribution of materials and equipment.
- Providing a centralized area for production of instructional materials.
- Participating in the planning and development of buildings and classrooms for effective learning.
- Providing a central control and accounting procedure for the distribution of materials.

STAFF

"The professional person. . .initiates services which change a room full of materials into a well-functioning center of learning."

The learning resource center staff has diverse responsibilities, providing library and media services, processing materials, and maintaining equipment. In order to fulfill these responsibilities, the staff should include an adequate number of professional and support personnel. Area Schools with branch campuses should find it advantageous to employ an administrator to coordinate the learning resource centers for all campuses. Detailed job descriptions should delineate the qualifications and duties of each position to ensure that an appropriate mix of knowledge and skills is present among the staff.

Professional Staff

The head librarian or director should have earned a master's degree in library science with understanding of information science and instructional technology, and have administrative experience or a demonstrated understanding of administrative procedures and responsibilities. Additional professional staff shall have earned at least a master's degree in library science or technology. All professional staff shall meet Iowa Area Schools or community college certification requirements of the Iowa Department of Education. [(Section 281, 74.9(1), (4), (5)].

When additional professional persons are added to the staff, their training and backgrounds should strengthen and complement the first professional's training and background. They could be, for example, librarians with specialties in reference or specific subject areas, or instructional technologists to give direction to production services.

The director and other professional staff establish operating policies and procedures: select materials and equipment; organize materials, equipment and furnishings; provide instruction in the use of the center, its materials and equipment; and assist faculty in preparing materials for instructional use. While the head librarian or director may assume duties necessary to the daily operation of the center, there should be adequate assistance to permit the director to engage in essential management activities such as evaluating current services and procedures, designing new services and procedures, and promoting the center's services among students, faculty, and staff.

Support Staff

Non-certified personnel are essential to other library/learning resource center program. They free the professional staff from clerical tasks and may provide specialized support services. Two broad classifications of support personnel are clerks and technicians.

The training of a clerk is done primarily on the job, but office experience and typing skills are prerequisites.

Technicians are support personnel who have special training in one or more fields, such as graphics, information and materials processing, computer technology, television, photography, and equipment repair. The services to be offered by the library or media center will determine the type of technicians needed.

Staffing Recommendations

(Phases or goals to attain by the end of successive stipulated periods)

Full time Equivalent Enrollment	Phase I		Phase II		Phase III	
	Professional	Support	Professional	Support	Professional	Support
under 1000	1.5 FTE	3.0 FTE	2.5 FTE	5.0 FTE	3.0 FTE	6.0 FTE
1000-2999	2.5 FTE	5.0 FTE	3.5 FTE	7.0 FTE	4.0 FTE	8.0 FTE
3000-4999	3.5 FTE	7.0 FTE	4.5 FTE	9.0 FTE	6.0 FTE	12.0 FTE
5000-6000	6.0 FTE	12.0 FTE	7.0 FTE	14.0 FTE	8.0 FTE	16.0 FTE
For each additional 1000	.5 FTE	1.0 FTE	.75 FTE	1.5 FTE	1.0 FTE	2.0 FTE

Staff requirements will vary, depending on the program of educational services offered at the particular area school. Institutions offering solely vocational-technical programming may need fewer FTE's than the recommended number, while schools with an emphasis on arts and sciences education may find the number too low.

Area Schools with several campuses will find it advantageous to employ a library coordinator to administer the library resource programs for all campuses.

QUARTERS AND FACILITIES

"...a wide variety of
activities will take place
in the center..."

The library/learning resource center should be located to provide maximum accessibility to students and faculty. A central facility does not preclude the possibility of satellite centers. Such centers, however, should be considered only when excessive distance to the central site inhibits use of the collection and/or services by specific user groups.

The library/learning resource center should be an attractive facility which students and faculty enjoy using. Since a wide variety of activities will take place in the center, even though these activities would vary from center to center, several areas should be kept in mind:

1. Special arrangement for circulation, reference, index tables and card catalog or computers and/or terminals for online or other computer accessed catalog. If there is more than one campus, access to all collections should be provided.

2. Study area to include space for browsing, listening, and viewing by individuals and small groups. There should also be convenient access to a room for large groups.

3. Space for shelving books, current magazines and other components of collection housed in reading-listening-viewing area.

4. Office area for professional personnel.

5. Central work area for cataloging and processing new materials and for maintaining present materials and equipment.

6. Central production area to accommodate materials and equipment needed for production of instructional materials.

7. Display areas for library materials and for student work from other programs.

8. Storage area for audiovisual materials and equipment, microcomputer software, and for back issues of periodicals in original or microformat, and other materials.

9. Reserve area for materials requiring more stringent circulation control.

Area schools with several attendance centers may find it advantageous to provide certain services ,such as processing, from one campus, but each campus must have its own library/learning resource center.

The lighting systems should be designed to provide a variety of lighting patterns in each activity area. A combination of blanket and task lighting should be used which will provide a minimum of seventy-five foot-candles of light at the working surface. These lights should be on variable switching patterns, and task lighting on dimmer controls to provide for adequate light controls for the many types of viewing activities taking place in the library/learning resource center.

Electrical outlets, or electrical services, need to be considered seriously in the design, development, or remodeling of a library/learning resource center. Sufficient grounded duplex outlets must be provided at intervals, preferably every three feet on perimeter walls in each of the defined areas of the center. Areas which serve computers need to be surge protected. Consideration should be given to a key-operated electrical switch in the computer area to allow central control with less chance of accidental shutdown.

Individual study areas, study carrels, and conference rooms need to be equipped with electrical service, adequate lighting, and with the ability to receive audio - as well as video - transmissions, either by antenna, cable or local transmission.

In addition, consideration might need to be given to developing a conference area to allow for interactive telecommunications.

Telephone and intercom systems should be located in the office area, at the reference desk, and in other areas where their use may be important, such as the computer area, the conference area, and the reading-listening-viewing areas.

Light switches, electrical outlets, fire extinguisher, telephones, and thermostats should be located so they will not interfere with space needed for shelving or storage. Electrical outlets and other jacks could be placed at ends or kickbases of stacks.

Seating should include comfortable chairs and end tables for casual readers, study carrels for privacy, and tables for more formal library usage. Floor, ceiling, and wall treatment should be considered which will minimize acoustical interference and enhance the aesthetic qualities of this environment. Carpeting is an excellent material to accomplish this goal.

Access to materials and services should be provided for the handicapped.

As program demands and enrollment patterns change, it is vital that continued attention be given to expansion needs of the library/learning resource center whether it is housed in an existing facility or being planned as a new structure. Flexibility in area arrangement, furniture, shelving and storage should be included in planning. Professional consultative services such as those available from the Department of Education and the state universities should be obtained during the development of the educational specifications and prior to the employment of an architect. These consultative services should also be used by area school staff while the architect is working on the design and development stages.

Quarters & Facilities

		Phase I	Phase II	Phase III
FTE Equivalent Enrollment Under 1000.				
a.	Reading-Listening-Viewing Room, Material Storage, Offices, and Conference Rooms	7,500 sq.ft.	8,500 sq.ft.	9,250 sq.ft.
b.	Production, Audiovisual Equipment, Cataloging and Processing, Listening and Viewing Rooms, Studio, Computer Laboratory	5,000	6,000	6,750
c.	Related Instructional Area	750	750	750
d.	Total (excluding halls, language and learning laboratories, stairways,etc.)	13,250	15,250	16,750
FTE Enrollment 1000-2999				
a.	Reading-Listening-Viewing...	9,500 sq.ft.	11,500 sq.ft.	13,050 sq.ft.
b.	Production...	5,000	7,000	8,550
c.	Related Instruction Area...	950	950	950
d.	Total	15,450	19,450	22,550
FTE Enrollment 3000-4999				
a.	Reading-Listening-Viewing...	15,500 sq.ft.	18,250 sq.ft.	21,750 sq.ft.
b.	Production...	7,750	11,000	14,000
c.	Related Instruction Area...	1,500	1,500	1,500
d.	Total	24,750	30,750	37,250
FTE Enrollment 5000-9999				
a.	Reading-Listing-Viewing...	23,000 sq.ft.	28,000 sq.ft.	32,200 sq.ft.
b.	Production...	11,500	16,500	20,700
c.	Related Instruction Area...	2,300	2,300	2,300
d.	Total	36,800	36,800	55,200

Figures for desired square footage may vary, depending on the educational emphasis of the area school. Vocational-Technical institutions and comprehensive community colleges may be expected to have differing needs.

MATERIALS COLLECTION

A balanced, up-to-date collection of print and audiovisual materials should be maintained to meet the needs for information within the college community. These materials should be selected by the director and professional staff working closely with faculty and consulting authoritative selection aids to determine the quality of materials under consideration.

To guide this process, a selection policy and procedure statement should be developed and adopted by each area school, taking note of American Library Association Freedom to Read and Intellectual Freedom statements.

The collection should be tailored to the needs of students, faculty, and staff as well as to the curriculum of each college. Regular evaluation of materials by professional staff, in consultation with faculty, will be necessary to keep the collection up-to-date and tuned to evolving local needs.

Suggested numbers of materials may vary, depending on the educational emphasis of the area school. Vocational-technical institutions and comprehensive community colleges may be expected to have differing needs. The number of educational programs offered by an institution will have a significant influence on the number of materials needed. A school with a smaller enrollment, but a larger number of course offerings, may need as many materials as a larger school with a similar number of course offerings.

Materials	FTE-up to 999	FTE 1000-2999	FTE 3000-4999	FTE - 5000
Phase I				
A. Periodicals	200	300	500	700
B. Other Written Material	20,000	30,000	50,000	70,000
C. Video Tape/Motion Pictures	100	200	350	700
D. Other AV including Computer Materials	350	1,350	3,200	5,350
E. Other materials	350	350	1,200	2,350
F. Total	21,000	32,200	55,250	79,100
Phase II				
A. Periodicals	250	400	600	750
B. Other Written Material	25,000	40,000	60,000	78,000
C. Video Tape/Motion Pictures	150	275	525	975
D. Other AV including Computer Materials	850	2,275	4,300	6,950
E. Other materials	350	800	1,800	3,450
F. Total	26,600	43,750	67,225	90,125

Materials	FTE-up to 999	FTE 1000-2999	FTE 3000-4999	FTE - 5000
Phase III				
A. Periodicals	300	500	700	800
B. Other Written Material	30,000	50,000	70,000	85,000
C. Video Tape/Motion Pictures	200	350	700	1,200
D. Other AV including Computer Materials	1,350	3,200	5,350	8,500
E. Other materials	350	1,200	2,350	4,500
F. Total	32,200	55,250	79,100	100,000

NOTE: The volume listings for each enrollment category could be considered to be a range, e.g. a small area school would have a minimum of 200 periodicals in phase I, but would increase its holdings gradually as its size increased, perhaps having 250 by the time it reached 750-800 students and approaching 300 by the time the enrollment moved into the next category.

Professional Materials

Materials to support the professional needs of the library/learning resource staff and of the rest of the faculty should be provided. They may be housed in the center or in departments or classrooms, but should be ordered through, and cataloged or indexed by, the library/learning resource center staff to make them accessible for sharing.

The kinds of materials which should be emphasized would include:

- Current professional magazines
- Basic professional books which would be used frequently
- Courses of study and curriculum guides
- Community resources guides
- Textbooks and teachers' manuals
- High use audiovisual materials for professional development
- Pamphlets and government documents
- Announcements about continuing education opportunities
- Professional organization publications

The library/learning resource center should supplement the professional materials through such services as interlibrary loan, and computer-assisted data basis searching.

Annual budgetary allocations, commensurate with the need of the individual area school should be provided to build and maintain adequate collections. Budgets, like collections, may be centralized or decentralized. If the professional materials budget is centralized it should be separate from, and in addition to, funds for the general collection.

BUDGET

An annual budgetary allowance should be provided to maintain and improve the collection of materials and equipment for each library/learning resource center. Sufficient quantities of materials and equipment to meet each phase requirement should be purchased through capital outlay. The normal annual budgetary allowance for instruction provides for maintenance and improvement only. A fully developed Library/Learning Resource Center Program will need a stable budget with appropriate annual increases. Wide increases or decreases in budget do not allow for careful planning and growth.

	Phase I_____	Phase II_____	Phase III_____
Materials			
Maintenance	Funds to replace 5% of the current collection, to maintain subscriptions, continuations, reference materials, and to replace lost and stolen materials.	Funds to replace 7.5% of the current collection, to maintain subscriptions, continuations, reference materials, and to replace lost and stolen materials.	Funds to replace 10% of the current collection to maintain subscriptions, continuations, reference materials, and to replace lost and stolen materials.
Improvement	Funds to service new or revised programs and to reach Phase I goals.	Funds to service new or revised programs and to reach Phase II goals.	Funds to service new or revised programs and to reach Phase III goals.

Equipment

Sufficient yearly allocations to reach and maintain the goals of each phase and to replace equipment on an established rotation program.

Supplies

Sufficient yearly allocations to provide adequate quantities of supplies to handle all materials and equipment.

EQUIPMENT

Technology is proliferating and changing rapidly. Area School librarians need to keep abreast of those changes and reflect them in their planning for the needs of the library/learning resource center, and in their advice to faculty members.

Several factors such as central distribution, the number of floors in a building, the number of buildings, elevators in multi-level buildings and closed-circuit devices, may affect the amount of audiovisual equipment needed by an area school or community college. Compatibility with available materials and between devices used in combination with each other is desirable. Standardization of certain items will reduce supply and maintenance problems and simplify training in equipment operation. Accessibility of equipment affects its use.

In the case of closed-circuit devices, plans must be made so that the individual classroom or auditorium will have the service it needs at the appropriate time.

A carefully planned program will provide for optimum use of equipment presently available and, at the same time, allow sufficient flexibility to make use of innovations as soon they have demonstrated their worth in the improvement of instruction.

The equipment listed in these guidelines is a minimum recommendation, and area schools or community colleges should feel free to expand in those areas where their particular needs are greatest. It is assumed that all equipment would be part of the library/learning resource center, or library media center, inventory and would be housed there unless needed on a long term basis in a classrooms, auditoriums or departments. Equipment should be indexed separately, in the catalog, or both, to provide for easy access.

Equipment Recommendations

In addition to permanent sound and projection equipment in large lecture halls and auditoriums, appropriate equipment in laboratories and permanently mounted screens and room darkening drapes or shades in each classroom. The following guidelines should be considered. A replacement schedule of five years is recommended.

Equipment	FTE up to 999	FTE 1000-2999	FTE 3000-4999	FTE 5000-
Phase I				
16mm	10-14	25-29	45-46	50+*
Video cassette - recorders/players	10-14	25-27	33-38	50+
Slide projectors	25-29	50-54	65-77	100+*
F S projectors	10-11	15-16	20-21	25+*
Overhead projectors	1 per teaching station plus 1---------->			
Opaque projectors	1 plus sufficient quantity to meet program needs.			
Screens	Portable screens as needed in addition to the permanent screens in each classroom or auditorium.			
TV monitors	1 per 15 teaching stations plus 2.			
Record players and/or compact disc players	10-14	25-28	36-39	50+
Audio cassette recorders/players.	25-49	100-124	175-199	250+
Microform readers	1 per media center---------->			
Microform reader/ printers	1 per media center---------->			
Micro computers/ terminals	1 for media center management plus sufficient quantity to meet needs of curriculum and appropriate peripheral hardware.			
Copy machines	1 per center plus additional units as needed.			
Duplicating machines	1 per center plus additional units as needed.			

*The video cassette format is making rapid inroads into the need for 16mm film, slides, and film strips. Plans for the future should probably decrease holdings of such projectors and increase availability of video cassette units.

Equipment (Area Schools)	FTE up to 999	FTE 1000-2999	FTE 3000-4999	FTE 5000-
Phase II				
16mm	15-19	30-34	47-48	50+*
Video cassette - recorders/players	15-19	28-30	39-44	50+
Slide projectors	30-39	55-59	78-89	100+*
F S projectors	11-12	16-17	22-23	25+*
Overhead projectors	1 per teaching station plus 2---------->			
Opaque projectors	1 plus sufficient quantity to meet program needs.			
Screens	Portable screens as needed in addition to the permanent screen in each classroom and auditorium.			
TV monitors	1 per 5 teaching stations plus 2.			
Recorder players and/or compact disc players	15-19	29-32	40-44	50+
Audio cassette recorders/players.	50-74	125-149	200-224	250+
Microform readers	1 per 10 teaching stations housed in library---------->			
Microform readers/ printers	2 per library---------->			
Microcomputers/ terminals	2 for library management plus sufficient quantity to meet needs of curriculum and appropriate peripheral hardware---------->			
Copy machines	1 per center plus additional units as needed---------->			
Duplicating machine	1 per center plus additional units as needed---------->			

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Equipment	FTE up to 999	FTE 1000-2999	FTE 3000-4999	FTE 5000-
Phase III				
16mm	20-24	35-44	49	50+*
Video cassette - recorders/players	20-24	31-32	44-49	50+*
Slide projectors	40 49	60 -64	90-99	100+*
F S projectors	13-14	18-19	24	25+*
Overhead projectors	1 per teaching station plus 3---------->			
Opaque projectors	1 plus sufficient quantity to meet program needs			
Screens	Portable screens as needed to supplement the permanent screens in classrooms and auditoriums.			
TV monitors	One per teaching station plus 2---------->			
Record Players and/or compact disc players	20-24	33-35	45-49	50+
Audio cassette recorders/players	75-99	150-175	225-249	250+
Microform readers	1 per 5 teaching station housed in library.			
Microform/reader/ printers	3 per library---------->			
Microcomputers/terminals	3 for media center management plus sufficient quantity to meet needs of curriculum, and appropriate peripheral hardware.			
Copy machine	1 per center plus additional units as needed.			
Duplicating machine	1 per center plus additional units as needed.			

*The video cassette format is making rapid inroads into the need for 16mm film, slides, and film strips. Plans for the future should probably decrease holdings of such projectors and increase availability of video cassette units.

Items for Special Consideration

Large Group Instruction

If a large group instruction area is used, the following equipment may be considered:

- Student-teacher response system
- Rostrum with remote controls for room darkening, equipment operation
- Large wall screen, electric, 12' x 12'
- Equipment for rear screen projection
- Public address system
- Telephone jacks for use with lecture and telewriter system; may also be installed in selected rooms throughout the building.

Building Facilities

The following should be available throughout the building:

- All centers should be equipped with a master antenna and closed circuit TV or cable distribution system which will provide standard 1,000 microvolt color quality signal in each instructional center from an IPT station in your area. The distribution system should permit insertion of a program from any classroom. The installation specification should be approved by the state IPT network engineer. The "head end" should permit insertion of video tape recorded programs and audio signals from AM and FM tuner. The system should include provisions for possible building expansion including use of cable programs and satellite programming.

Equipment Needed for Production

All library learning resources centers need to have some production capabilities. The amount will vary depending on the availability of other services. Minimum requirements should include:

Phase I	Phase II	Phase III
Still photography (1-35mm camera; film developed outside)	Phase one plus	Phase I & II plus
Production & Reproduction of sound recordings	Photographic B & W printing & processing	Simple studio video production and editing
Sign production	Editing of sound recordings	Simple studio sound recording and editing
Graphics, layout and lettering	Two camera video productions	Color photographic developing and editing
Laminating & dry mounting	Basic graphic design computer software and peripherals	Advanced graphic design computer software and peripherals
Production of overhead transparency.		
Simple illustrations		
Video playing and duplication		
One camera videotaping and dubbing.		

Networking

Opportunities for networking will vary from campus to campus but all library learning resource centers need to be aware of the availability of such resources. Networking will increasingly offer such assistance as cataloging and interlibrary loan support, better discount for purchasing, and distance learning.

FURNITURE

Standard library furniture from a reliable manufacturer should be considered for initial purchase. When facilities are expanded, additional furniture of the same style can be obtained, thus preserving a unified, pleasing appearance.

Card Catalog

Capacity estimate—1,000 cards per drawer—5 cards per item.

Drawers.....in units of 15, 30, or 60 Solid base preferred for 60-drawer units.

Charging Desk Units

Book return
Card file
Charging
Corner display
Cupboard
Desk
Open shelf

Depth.....26"
Height.....39"
Width.....30"-36"

Shelving

Capacity estimates (no shelving over 2/3 full)

Number of books per 3-foot when full:
Books of average size.....21-30
Reference books.....18

Periodical shelving
Depth of shelves, straight across.....12"
Depth of shelves, slanting.....16"
Depth of shelves, storage.....12"-15"
Height of unit.....60",72", 84"

Book shelving
Depth.....8", 10", 12"
Height of unit.....5'-7'
Height of counter section.....30"-42"
Space between adjustable shelves. .10"-10 1/2"
Thickness of shelf.....13/16"

Reference shelving
Depth of shelves.....12"
Height of unit.....42"
Space between adjustable.....14"-16"
Width of section on centers.....3'

Tables [variety of height]

Carrels
- Depth of desk.....24"
- Height of desk.....29"
- Width of desk.....36"

Tables (standard tables are 60", 72" length)

Rectangular
- Height.....26"-29"
- Length.....60",72",90",120"
- Width.....36"

Round (for variety only)
- Diameter.....48"-60"
- Height.....26"-29"

Square (not recommended)
- Height.....26"-29"
- Length.....42"
- Width.....42"

Computer desks. Sizes vary. Choose large enough units to handle the equipment.

Workroom Furniture

Shelving
- Height.....6 shelves or 80"

Tables
- Sitting height and standing height

Other Furniture

Atlas stand
Book trucks (shelved; depressible)
Catalog reference tables (standing height)
Desk
Dictionary stands
Exhibit case
File cabinets (legal sized, with hanging folders)
Newspaper rack
Paperback display rack
Periodical index table
Record display bin
Seating (Lounge; study)
Swivel chairs (desk high)

Audiovisual Materials and Equipment Storage

Storage units for these materials and equipment are not as standardized as other library furniture, so specifications are not included. Whether audiovisual materials should be interfiled with books, housed separately with open access, or housed in limited access areas with back issues of periodicals is still a matter for debate and individual choice. Whichever choice is made, regular library shelving is perhaps the most versatile storage available.

Many pieces of equipment are stored on carts. All equipment carts should be complete with 20'electrical assembly. Standard heights are:

42" for use with motion pictures, films, and slide projectors.

34" for use with the opaque, filmstrip, and slide projectors.

26" for use with the overhead projectors, record players, and tape recorders.

16" for use with the overhead projectors (teacher seated).

24" for use of the small overhead projector

42" - 54" for use with the television receivers.

Microcomputer system carts vary greatly in size.

NOTE: Audiovisual and computer carts can provide a safety hazard. Caution should be taken to avoid injury of employees or patrons.

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